Colorado Department of Education
Dyslexia Pilot Project

MTSS-R Evaluation

Presenters
Date

Center on Teaching & Learning

Session Objectives

- Identify the basic elements of Multi-Tiered Systems of Support in Reading (MTSS-R)

- Understand the key steps needed to set up and use MTSS-R effectively

- *Evaluate* current MTSS-R implementation

- Use analysis of data to *prioritize* greatest area of focus to support instruction and intervention

- Create an action *plan* for the prioritized areas of focus

- Prepare for *implementation*

Pilot Project Background

- Include information about the background and goals of the pilot project

Establish a Multi-tiered System of Support in Reading (MTSS-R) Leadership Team

1 Form a Leadership Team

- School Principal (team leader)
- Reading Coach
- Reading Specialists
- One Classroom Teacher From Each Grade
- One Parent or Family Member
- Other members, as appropriate (special education teacher, school psychologist, etc.)

2 Schedule Meetings

Meet monthly (every other month at minimum)
- After fall, winter and spring screenings
  - focus: universal screening data
- Months between screenings
  - focus: instructional planning and implementation
- End of the year
  - focus: data summit and planning for next year

3 Team Responsibilities

- Evaluate and support MTSS-R implementation
- Use data to oversee the systematic improvement of MTSS-R implementation and student reading outcomes
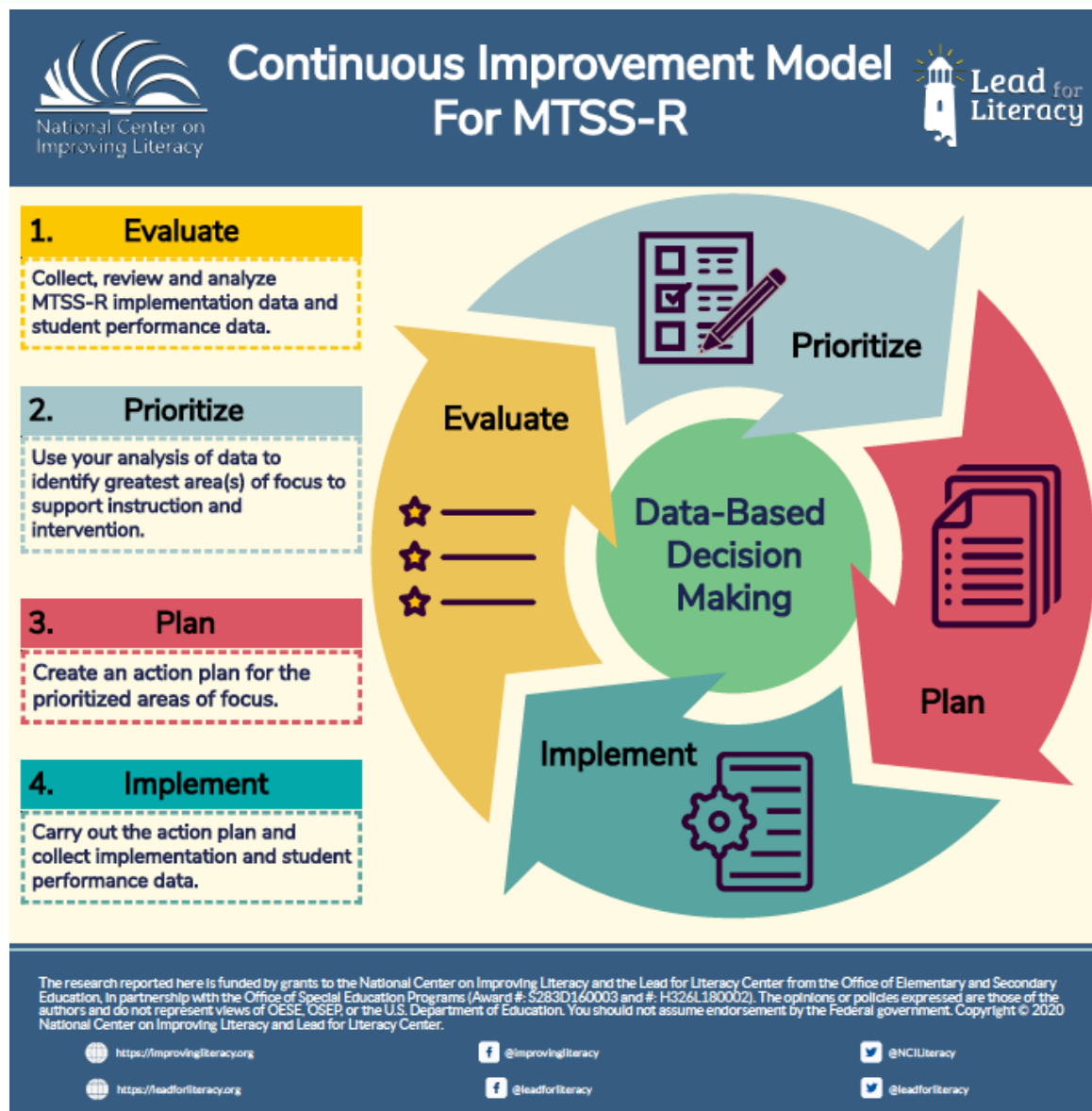- Support teachers and staff implementing MTSS-R

Team Responsibility:

- *Evaluate* and support MTSS-R Implementation

Establish a Process for: Implementing Effective Multi-Tiered Systems of Support in Reading

1. Evaluate
2. Prioritize
3. Plan
4. Implement

Continuous Improvement Model For MTSS-R

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Lead for Literacy

1. **Evaluate** — Collect, review and analyze MTSS-R implementation data and student performance data.

2. **Prioritize** — Use your analysis of data to identify greatest area(s) of focus to support instruction and intervention.

3. **Plan** — Create an action plan for the prioritized areas of focus.

4. **Implement** — Carry out the action plan and collect implementation and student performance data.

Evaluate · Prioritize · Data-Based Decision Making · Plan · Implement

1. Score each item on the *MTSS-R Checklist* to evaluate your current implementation

2. Collect and summarize student data

Results will guide prioritized action planning

MTSS-R Checklist

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MTSS-R IMPLEMENTATION CHECKLIST V.1

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3. Collaboratively complete the checklist by rating each item on a scale of 0= not implemented, 1= somewhat implemented, 2 = fully implemented. Add discussion notes to clarify. Explore the summary ratings to identify areas of improvement.

START HERE   ELEMENT I   ELEMENT II   ELEMENT III   ELEMENT IV

Element I: Core Instruction and Intervention

Element II: Data Use

Element III: Professional Development and Coaching

Element IV: MTSS-R School Leadership

Element V: Mutual Support Involving Families and the School

Multi-Tiered Systems of Support in Reading (MTSS-R)

Evaluate – Element I. Core Instruction and Intervention

Element I. Core Instruction and Intervention

Reading instruction and intervention refers to *all* reading instruction and intervention students receive in school. In a three-tier MTSS–R approach, this is Tier I (core) instruction, Tier II supplemental intervention, and Tier III intervention. In the MTSS–R Checklist below, there are sections that focus on reading instruction and intervention overall, or across tiers, and sections for each separate tier. In the items, the term reading instruction refers to reading instruction in Tier I, II, and III.

- Section 1: Across Tiers
- Section 2: Tier I Reading Instruction
- Section 3: Tier II Reading Intervention
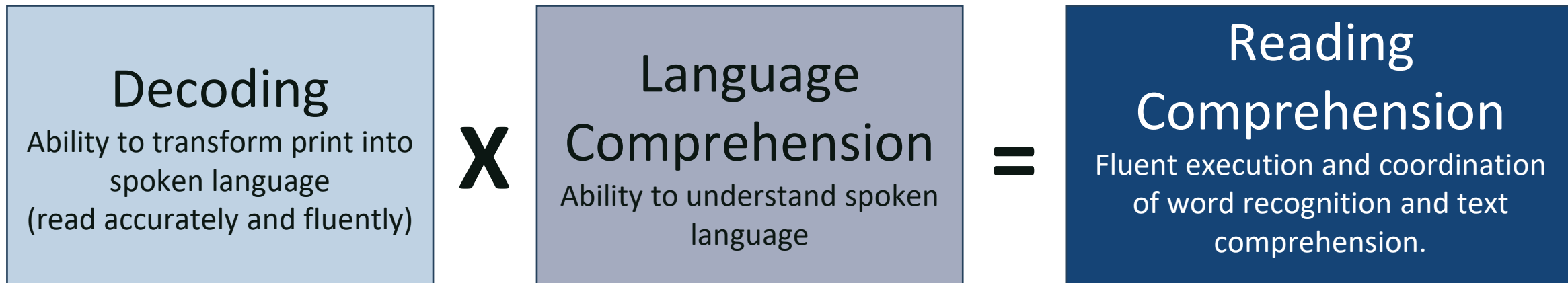- Section 4: Tier III Reading Intervention

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START HERE | ELEMENT I | ELEMENT II | ELEMENT III | ELEMENT IV

Quality Reading Instruction and Intervention Are Central to MTSS-R Implementation

Teaching Reading is Complex

Decoding
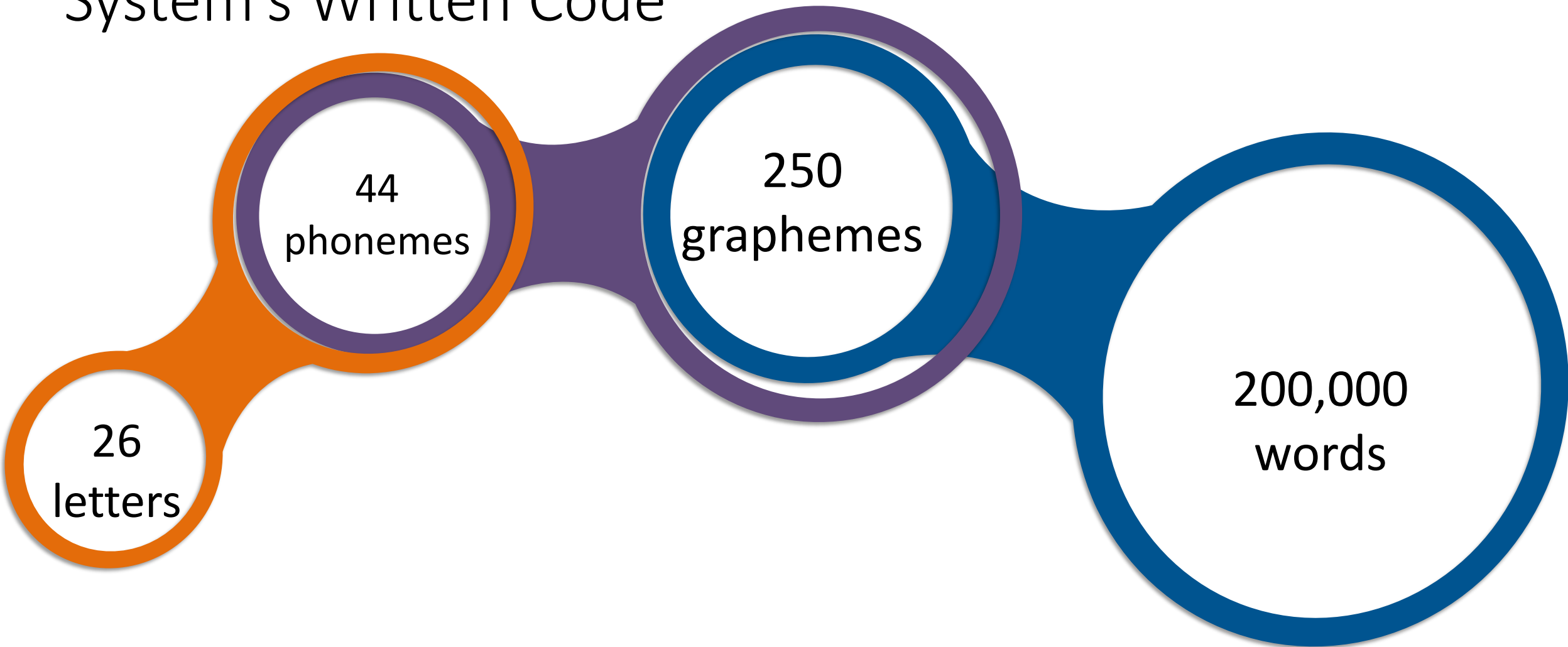Ability to transform print into spoken language
(read accurately and fluently)

X

Language Comprehension
Ability to understand spoken language

=

Reading Comprehension
Fluent execution and coordination of word recognition and text comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

(Gough and Tunmer,1986)

Successful Readers Decipher the Alphabetic Writing System's Written Code

26 letters

44 phonemes

250 graphemes

200,000 words

Decoding X Language Comprehension

$$D \times LC = RC$$

Academic Language Skills

Formal communication structure and words common in books & school.

Inferential Language Skills
Ability to infer information that is not provided in the text.

Background Knowledge
Possesses general and topic-specific background knowledge.

Literal Comprehension Skills
Ability to answer literal, text-dependent questions.

Narrative Language Skills
Ability to clearly relate a series of events.

Academic Vocabulary
Ability to comprehend and use words in academic reading, writing, speaking & listening

Expert Teachers Focus on Both Aspects of Texts

Decoding
Ability to transform print into spoken language
(read accurately and fluently)

X

Language Comprehension
Ability to understand spoken language

=

Reading Comprehension
Fluent execution and coordination of word recognition and text comprehension.
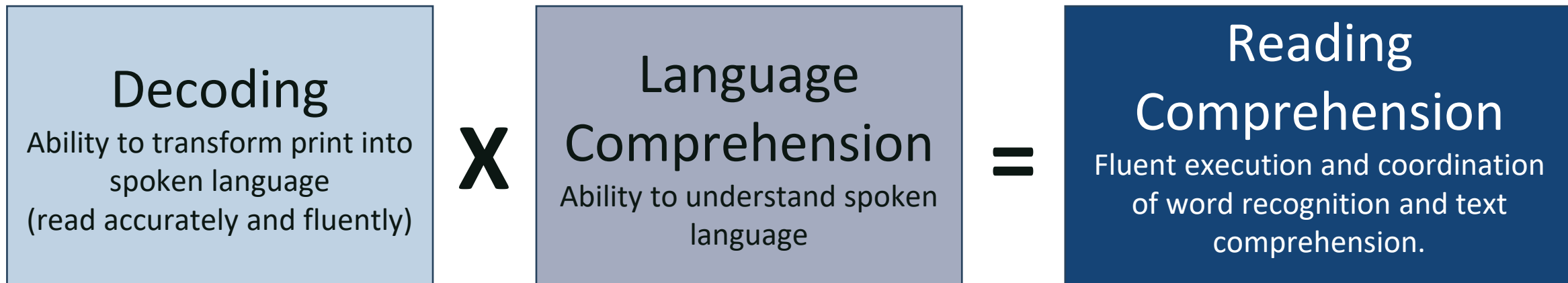
1. Phonological Awareness
2. Alphabetic Principle
3. Accuracy and Fluency

4. Vocabulary
5. Comprehension

(Gough and Tunmer,1986)

Quality Teaching Requires Explicit and Systematic Instruction

ex•plic•it
- stated clearly and in detail, leaving no room for confusion or doubt.

sys•tem•at•ic
- having, showing, or involving a system, method, or plan.

in•struc•tion
- the act or practice of teaching.

Explicit and Systematic Instruction Includes:

- Lesson targets and objectives
- Clear and explicit language
- Teacher demonstrations
- Multiple opportunities for all students to respond and participate
- Consistent, supportive, and corrective feedback
- Individual student checks to determine comprehension of lesson content

Explicit Instruction Example: Advanced Word-building

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.

Action Step 3. Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.

f	a	t	c	n

(Foorman et al., 2016)
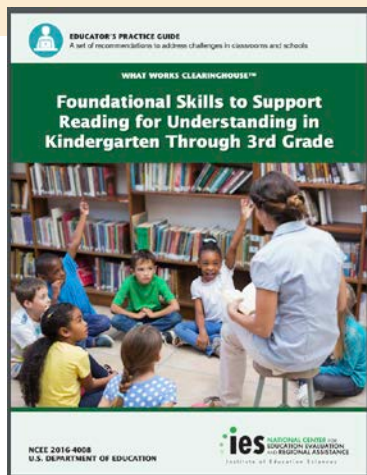
Provides a structure of support for All students including students with disabilities!

3% to 5% of students

Students With Disabilities (including dyslexia) Receive services at all levels, depending on need

Tier III: Intensive Level of Prevention

15% of students

Tier II: Targeted Level of Prevention

Tier I: Universal Level of Prevention

80% of students
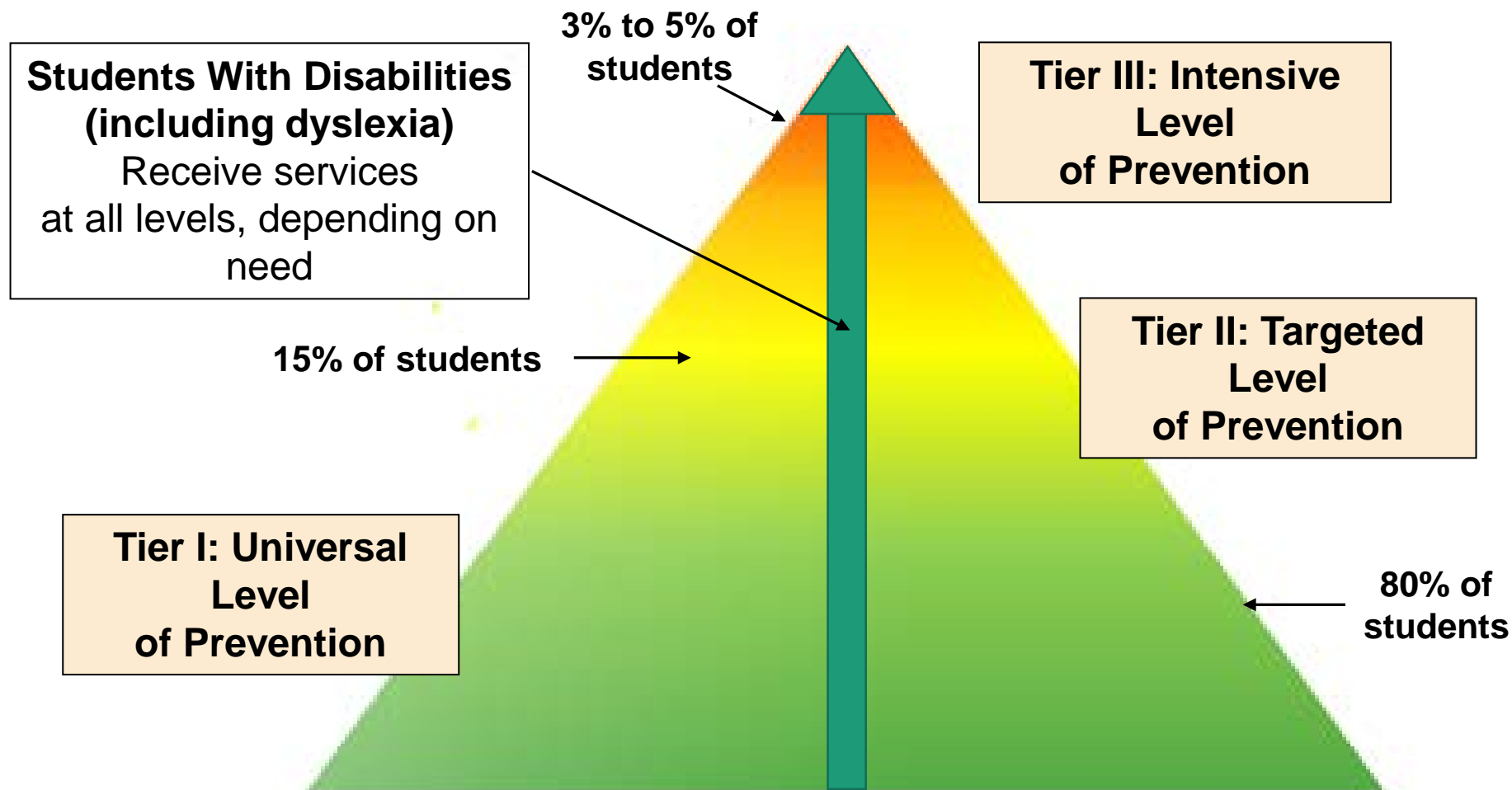
Instructional Emphasis Aligns with Student Needs

Tier I (Core) Instruction (all students)

Foundational Reading Skills (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension)

Tier II (Intervention) Instruction (students who demonstrate risk)

Intensive, systematic instruction focused on Foundational Reading Skills

Tier III (Intensifying Intervention) Instruction (students who show minimal progress after Tier II instruction)

Intensive, systematic instruction focused on Foundational Reading Skills with Strategic Integration, Integrated Cognitive processing and Mastery Monitoring

Tier I Differentiated Small Group Instruction
(instructional content based on student formative data)

Advanced

Grade Level

Some Risk

High Risk

Adopted Research-based Reading Curriculum

- Tier I: developed based on scientific research on reading development and emphasizes the five essential components of reading instruction

- Tier II and III: scientific studies have been conducted demonstrating improved student reading outcomes

Specify time each day for Tier I instruction.

Specify time each day for Tier II instruction.

Specify time each day for Tier III instruction.

Master Schedule Example: Leaders of Equity

MTSS-R Checklist Scoring

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MTSS-R IMPLEMENTATION CHECKLIST V.1

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Access the MTSS-R Checklist by following the Google Drive Link:

https://docs.google.com/spreadsheets/d/1-bI-4X8-biBa71yJLRlLFPlmZGPDWCfyfvba0VW0qZ4/edit?usp=sharing

Work from a single copy to record responses for the team.

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Practice Scoring: Instruction and Intervention Section 1: Across Tiers

ELEMENT I: CORE READING INSTRUCTION AND INTERVENTION

Item #	Item Statement	Discussion Notes	Rating Scale
SECTION 1: ACROSS TIERS			
1	Our School MTSS–R Plan includes a master schedule that allocates sufficient time for reading instruction for all students.		
2	A schoolwide systematic process is used for coordinating resources to ensure optimal use of time during all reading instruction. Coordination includes personnel and fiscal resources for (a) staffing of reading instruction, (b) adoption and use of reading programs and materials, (c) reading instruction training, PD, and coaching, and (d) reporting requirements for administrative purposes.		
3	All time allocated to reading instruction is prioritized and protected from interruption.		
4	Reading instruction focuses on essential components of reading. These are code-based components: (a) phonological awareness, (b) phonics/decoding, (c) fluency with connected text; and meaning-based components: (d) vocabulary, and (e) comprehension.		
5	Explicit and systematic instruction is the basis of reading instruction. Explicit and systematic instruction includes (a) teacher demonstrations, (b) clear and explicit language, (c) multiple opportunities for all students to respond and participate, (d) consistent, supportive, and corrective feedback, and (e) individual student checks to determine comprehension of lesson content.		
6	Teaching strategies are used to foster active student engagement and participation during reading instruction. Throughout the lesson, all students (or the majority of students) are engaged.		
7	Changes to improve reading instruction include (but are not limited to) adjusting (a) tiers of instruction, (b) group size, (c) instructional time, (d) instructional content, and (e) instructional delivery. Student reading data and MTSS–R implementation data are used frequently (e.g., monthly) to make changes to improve reading instruction.		
8	Learning targets and objectives for all important features of reading instruction are visibly posted and referred to during reading instruction.		

Element II. Data Use

In MTSS–R, data are used to make decisions to improve MTSS–R implementation and student outcomes. Two types of data are used for this: student data (Part I) and MTSS–R implementation data (Part II).

- Section 1: Student Reading Data – General Considerations
- Section 2: Student Reading Data – Universal Screening Data
- Section 3: Student Reading Data – Progress Monitoring Data
- Section 4: Student Reading Data – Diagnostic Assessment Data
- Section 5: Student Reading Data – Lesson Mastery Data
- Section 6: Implementation Data – General Considerations
- Section 7: Implementation Data – Reading Instruction and Intervention
- Section 8: Implementation Data – PD and Coaching
- Section 9: Implementation Data – MTSS-R School Leadership

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ELEMENT II: DATA USE

- Two types of data are used to make decisions to improve MTSS–R implementation and student outcomes

    - Student data (Part I)

    - MTSS–R implementation data (Part II)

A Comprehensive System of Student Reading Data

Use **multiple data sources** to answer essential questions:

Assessment Type	Important Question(s)
Universal Screening	Which students are at risk?
Progress Monitoring	Is the student at risk making adequate progress in the intervention?
Individual Diagnostic	What specific skills has the student not making adequate progress mastered and not mastered?
Lesson Mastery	Is the student learning the instructional content just taught in the lesson?

Types of Student Reading Data

Assessment	Type	Timing	Duration
Universal Screening	Formative/Summative	3x per year	Short (1-2 mins per measure) (multiple measures)
Progress Monitoring	Formative	1-4x per month	Short (1-2 mins per measure)
Diagnostic	Formative	As needed	Medium / Long (1-10 mins per measure)
Lesson Mastery	Formative	At completion of lesson	Medium (1-10 mins per measure)

Universal Screening

Universal Screening Assessments in Reading

Purpose	Identify students who are at risk for poor learning outcomes
Focus	ALL students
Tools	Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning or behavioral problems
Time Frame	Administered three times per year (fall, winter, spring)

Examples of measures on screening assessments

Measures	Recommended Grades
• Letter Naming Fluency (LNF) • Letter Sound Fluency (LSF) • Phoneme Segmentation Fluency (PSF)	K - 1
• Word Identification Fluency (WIF)	1-2
• Nonsense Word Fluency (NWF) • Oral Reading Fluency (ORF)	+1
• Maze or Maze Fluency	+4
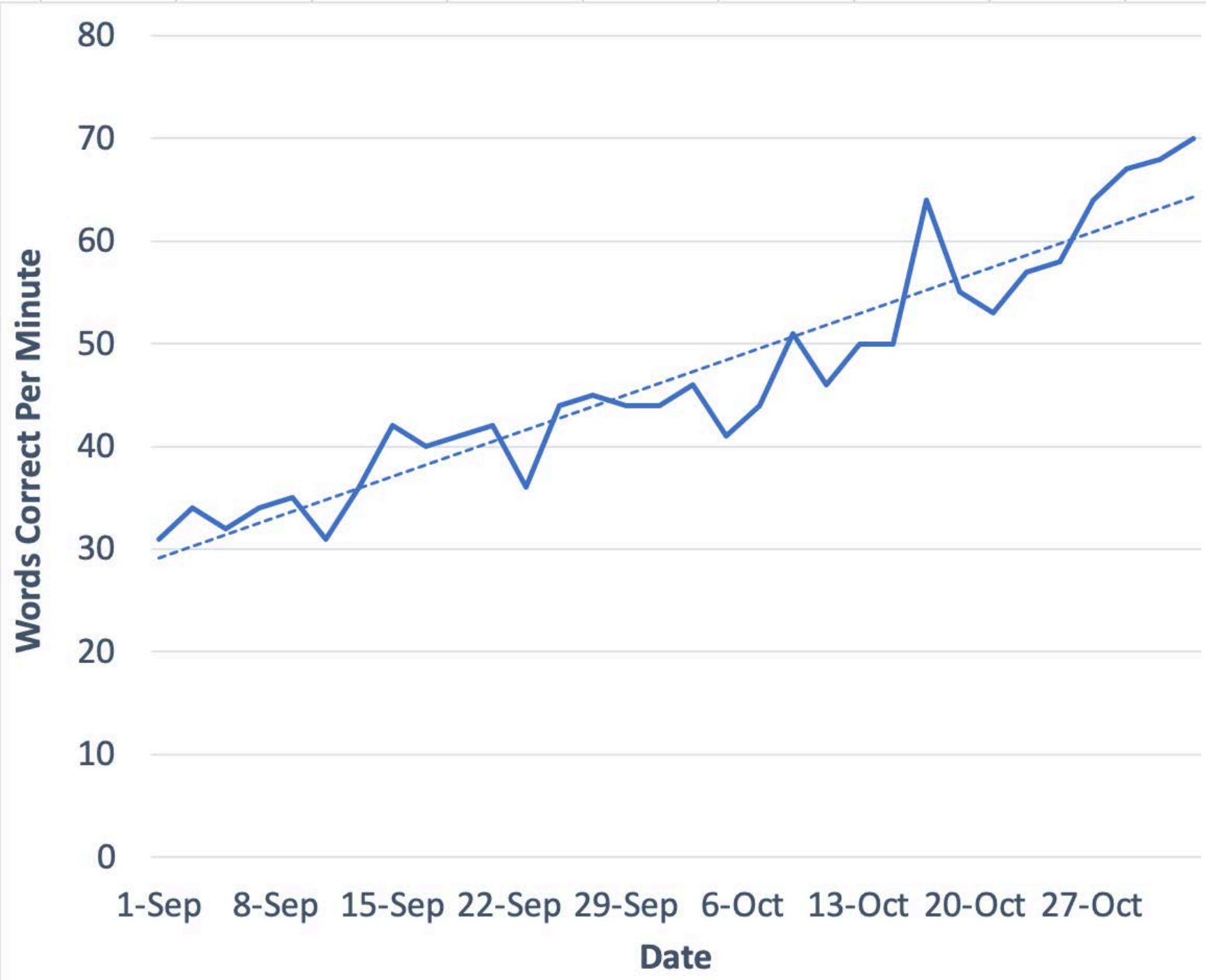
Progress Monitoring

Progress Monitoring in Reading

Purpose	Determine if students at risk are making adequate progress in response to intervention
Focus	All students at risk for reading problems; other students if needed
Tools	Brief assessments that are reliable and valid and sensitive to progress over time
Time Frame	Regular administration; weekly, biweekly, or monthly

Progress Monitoring Assessments

- PM measures frequently come from screening assessments

- PM measures are used more frequently, so multiple comparable **forms** are needed

- A common PM measure words correct per minute (WCPM) on a weekly reading passage

PM Data Can Estimate Rates of Improvement
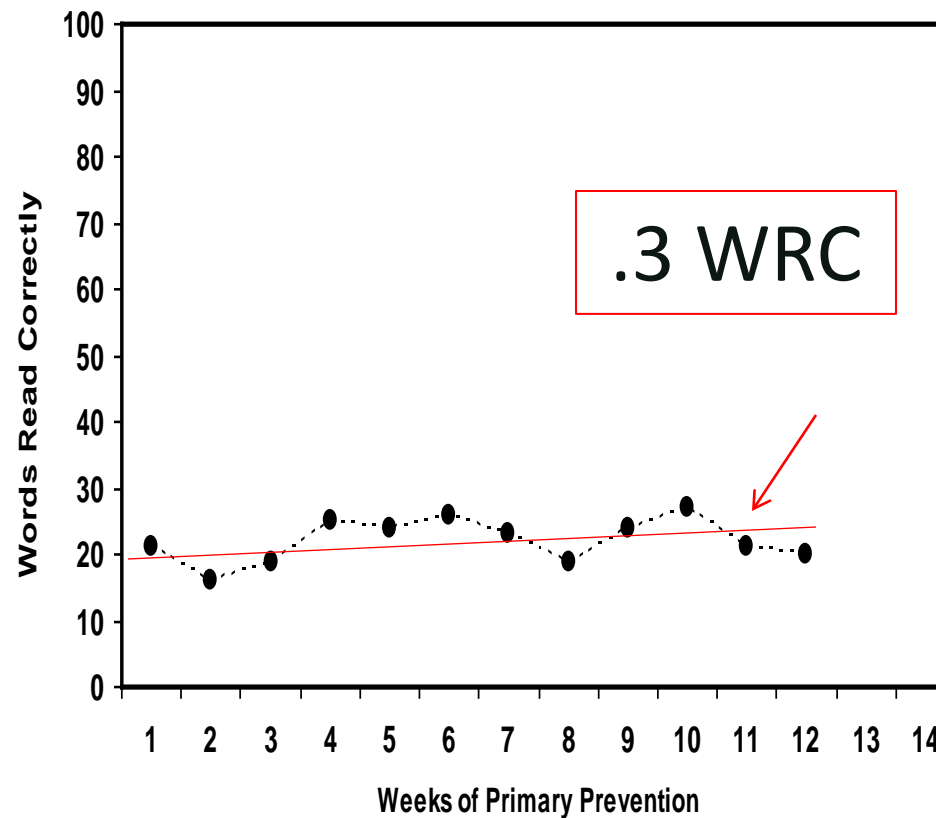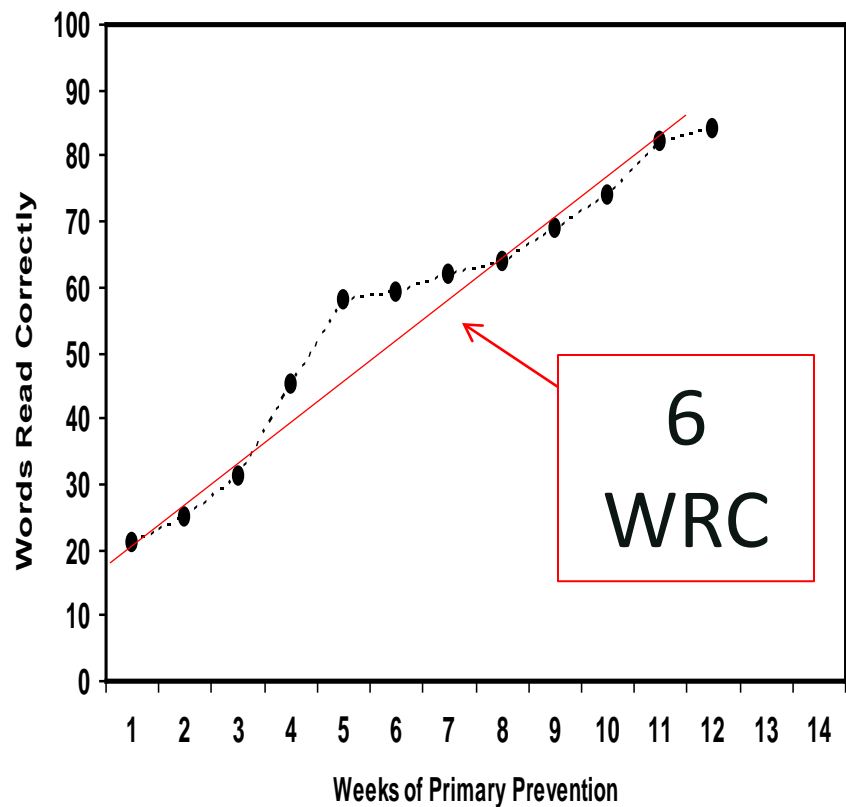
PM Data Can Identify Students Not Making Adequate Progress with Intervention
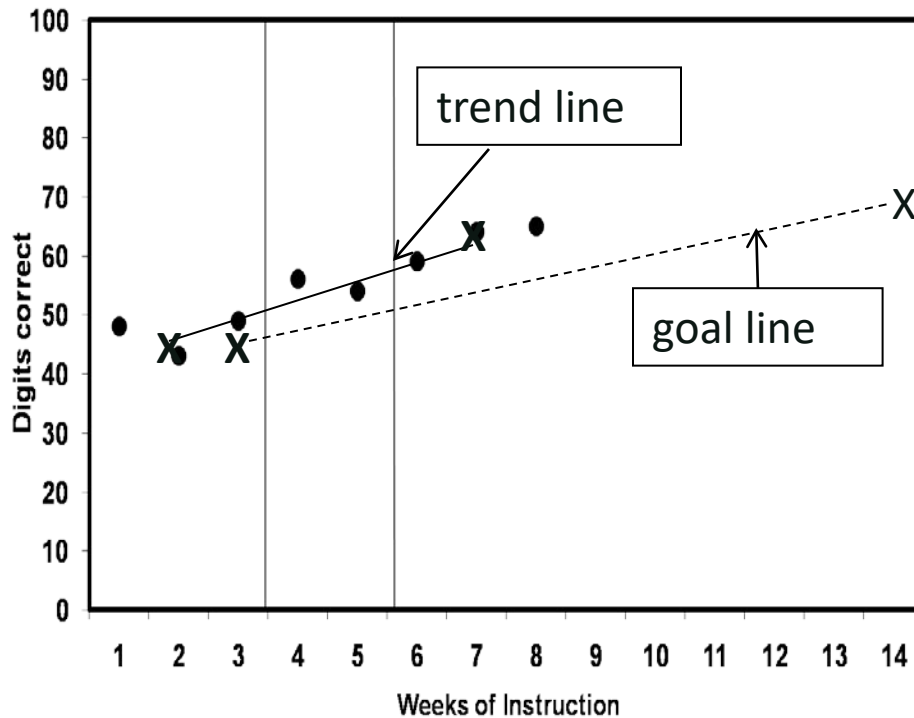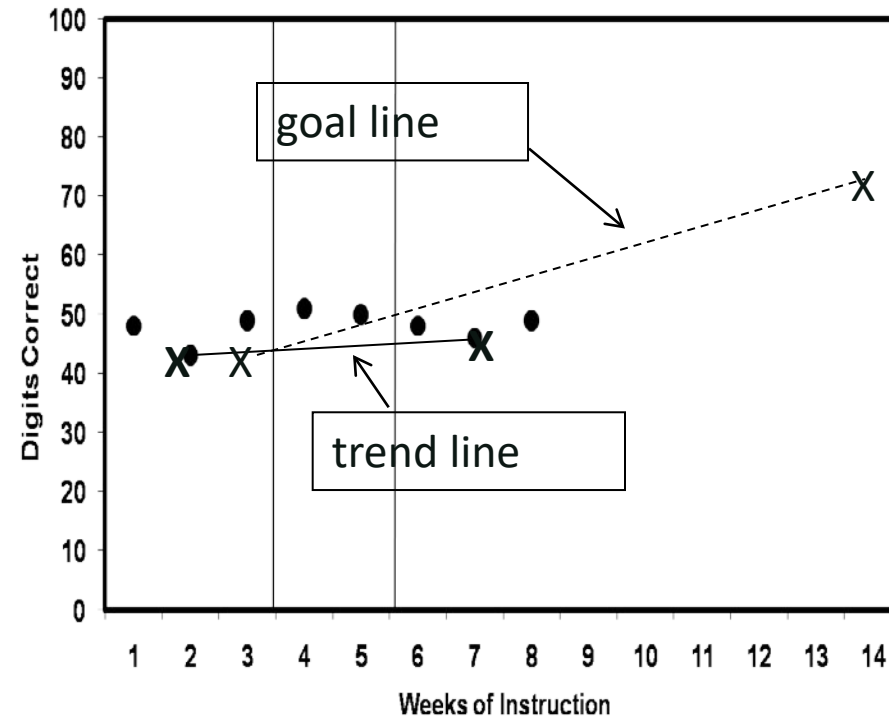
Diagnostic

Diagnostic Assessments

Purpose	Identify specific literacy skill strengths and weaknesses to inform intervention intensification
Focus	Students identified through screening/PM as at-risk for poor literacy skill acquisition, and are not making adequate progress
Tools	Longer assessments often standardized; also quicker, less standardized assessments. Psychometric quality varies
Time Frame	Students are assessed on an as-needed basis

Diagnostic Assessments

Keys to diagnostic assessments?

- They assess or "diagnose" instructional need; they do NOT diagnose disabilities or dyslexia
- **Increased specificity** to tap individual student strengths and weaknesses
- Should provide data on **areas of instruction to be intensified** for an individual student
- Can be **standardized** (available through publishers) or **informal** (created by teachers)
- Can be **combined with multiple data sources** (e.g., parent feedback) to narrow in on instruction need

Lesson Mastery

Lesson Mastery

Purpose	Identify lesson components where the learner has reached a mastery level of proficiency
Focus	ALL students who receive the lesson; especially critical to collect for students at risk
Tools	Brief assessments that are either curriculum-embedded or proximal to lesson content
Time Frame	Shortly after completion of a lesson; interwoven throughout the year to ensure retention of mastery-level proficiency

Lesson Mastery

- Spans all tiers of instruction and intervention
- Is unique because it is **narrowly focused** on assessing for **student understanding of lesson content**
- May be packaged in with curriculum or teacher created
- Does not necessarily have to meet psychometric standards (e.g., reliability and validity)
- Still, should be delivered with consistency and linked with alterable instruction
- Is **not** a general outcome measure (e.g., <u>not</u> oral reading fluency)

Lesson Mastery Examples

- Unit 3.2 test following a lesson on the content from 3.2
- Daily lesson mastery checks for understanding
- Spelling test following review of the same spelling words

Snap words (list #6 of 20)
High-frequency and sight words first graders should learn to recognize in a s

Read it!	Say it aloud!		Write it twice!
six	✓	six	six
once	☐		
give	☐		
mad	☐		
his	☐		
how	☐		
girl	☐		
after	☐		
back	☐		
men	☐		

Readershook.com

ELEMENT II: DATA USE

- Two types of data are used to make decisions to improve MTSS–R implementation and student outcomes

  - Student data (Part I)

  - **MTSS–R implementation data (Part II)**

MTSS–R Data Use: Implementation Data

What gets implemented?

- Reading instruction and intervention is implemented
- Professional development and coaching is implemented
- School MTSS–R Leadership is implemented

Data on the implementation of each of these elements should be collected . . . and used to improve implementation and outcomes

Implementation data: General Considerations

- Develop a comprehension plan for data collection and use
- Collect implementation data on each of the organized things adults in the school do to improve MTSS–R implementation and student reading outcomes
- Make sure the main goals of data use are to improve MTSS–R implementation and student reading outcomes

Implementation data: Reading Instruction & Intervention

- Implementation data in Tiers I, II, and III should be collected systematically
- Three types of data are frequently collected:
  - Direct observations of reading instruction in the classroom
  - Surveys / ratings based on observations of reading instruction in the classroom
  - Logs of what has been taught can be completed by reading instruction staff

Implementation data: Reading Instruction & Intervention

- Observations and Logs of reading instruction in the classroom can consider three types of data:
  - Structural aspects of instruction (e.g., size of groups, start and stop times)
  - Essential components of critical reading skills (e.g., phonemic awareness, phonics, comprehension)
  - Use of high-quality instructional practices central to explicit and systematic instruction (e.g., opportunities for student engagement, frequent and precise feedback, extending instructional interactions)

For example:

Ensure a Specific Program is Administered as Intended (ECRI Example)

Implementation data: PD & Coaching

- Consider ways to collect both quantity and quality data related to PD and Coaching services provided to school staff

- Collect PD and Coaching quantity and quality data from:
  - Recipients of services (e.g., reading instruction staff)
  - Providers of service (e.g., school or district coach)

- Have PD and Coaching providers (e.g., school coach) keep logs of the services they provide – (who what when where why and how)

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Practice Scoring: Data Use
Section 1: Student Reading Data – General Considerations
Section 6: Implementation Data – General Considerations

ELEMENT II: DATA USE (PART I)

Item #	Item Statement	Discussion Notes	Rating Scale
SECTION 1: STUDENT READING DATA - GENERAL CONSIDERATIONS			
1	Our school has a comprehensive system of student reading measures. The names of the measures, the purpose of each measure, and how the data from the measures are collected, organized, and used in decision making are specified in our School MTSS–R Plan.		
2	Sufficient resources are allocated for the collection, organization, and use of student reading measures that are part of our School MTSS–R Plan.		
3	The purposes of student reading measures include the following:		Group
	Screen students for reading difficulties		
	Determine if students are meeting key reading benchmarks for their grade		
	Monitor student progress toward reading goals		
	Determine specific problem areas where students are experiencing difficulty		
	Determine if students are learning lesson content being taught day to day in the classroom		
4	Measurable reading goals are established at each grade level that define what students need to do to be on track for reading success.		
5	The percentage of students who are on track for reading success is measured at each grade level and is prioritized in MTSS–R decision making.		
6	The percentage of students who are on track for reading success is prioritized in our school's ongoing, formative evaluation of the overall "health" of our School MTSS–R approach.		
	Averaged Rating for Section 1		
	Percentage of Total Score for Section 1		

ELEMENT II: DATA USE

Item #	Item Statement	Discussion Notes	Rating Scale
SECTION 6: IMPLEMENTATION DATA - GENERAL CONSIDERATIONS			
37	Our school has a comprehensive plan for collecting, organizing, and using MTSS–R implementation data. Our School MTSS–R Plan documents what the MTSS–R implementation measures are, what the purpose is of each measure, and how the data are used to systematically improve MTSS–R implementation and student outcomes.		
38	The main purpose of MTSS–R implementation data is to improve MTSS–R implementation and student reading outcomes.		
39	Sufficient resources are allocated to the collection, organization, and use of MTSS–R implementation data.		
40	Implementation data on Element I, Reading Instruction and Intervention, are used to plan, adjust, and improve the structure, content, and delivery of MTSS–R reading instruction. Our School MTSS–R Plan documents the process for this.		
41	Implementation data on Element III, PD and Coaching, are used to plan, adjust, and improve MTSS–R PD and Coaching. Our School MTSS–R Plan documents the process for this.		
42	Implementation data on Element IV, MTSS–R School Leadership, are used to plan, adjust, and improve MTSS–R leadership activities. Targets for improvement include both MTSS–R leadership teams and individual MTSS–R leaders including the principal, reading coaches and specialists, and lead grade level teachers. Our School MTSS–R Plan documents the process for this.		
43	Implementation data on Element V, Family–School Collaboration, are used to plan, adjust, and improve collaboration between families and our school related to MTSS–R objectives. Improvement targets includes both the quality of the collaboration efforts and the number of families who participate. Improvement efforts include activities conducted both outside and inside of school. Our School MTSS–R Plan documents the process for this.		
	Averaged Rating for Section 6		
	Percentage of Total Score for Section 6		

Element III. PD and Coaching

The school's professional development (PD) and coaching system is the primary way high-quality implementation and continuous improvement of MTSS-R and its major elements is achieved. Before MTSS-R implementation begins all staff should receive PD and coaching in high-quality implementation. After MTSS-R implementation begins all staff should receive ongoing PD and coaching as needed to continuously improve MTSS-R implementation.

- Section 1: General Considerations

- Section 2: School-Based Workshops

- Section 3: Job-Embedded Technical Assistance

- Section 4: Classroom-Based Instructional Coaching

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Element III
Professional Development and Coaching

School-Based Workshops

Ensure all school staff have a thorough understanding of the Science of Reading, MTSS-R, and reading instructional practices, priorities, and goals.

Job-Embedded Technical Assistance and Coaching

On an ongoing basis, support reading instructional staff to plan and deliver high-quality reading instruction, incorporating student and implementation data.

This includes:
- Professional Learning Communities (Grade-Level Meetings)
- Practice-Based Learning Opportunities
- Out-of-Classroom Practice

Instructional Coaching

On an ongoing basis, train and support reading instructional staff in classroom settings to implement high quality reading instruction with fidelity.

This includes:
- Implementation Data Collection
- Modeling Lessons
- Side-by-Side Coaching
- Performance Feedback

Ensure professional development and coaching is data-driven

Examine available teacher and student data

- Individual teacher level data - informed by fidelity of implementation data
- Grade level data - student performance and/or teacher fidelity of implementation data
- Schoolwide data - student performance and/or teacher fidelity of implementation data

Gaumer Erikson, A.S., Noonan, P.M., Brussow, J. & Supon Carter, K. (2016)

Types of PD and Coaching

School-Based Workshops

Job-Embedded Technical Assistance

Classroom-Based Instructional Coaching

School-Based Workshops

- Ensure all school staff have a thorough understanding of the Science of Reading, MTSS-R, and reading instruction practices, priorities, and goals.

Job-Embedded Technical Assistance

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  - Professional Learning Communities (Grade-Level Meetings)
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Classroom-Based Instructional Coaching

- On an ongoing basis, train and support reading instructional staff in classroom settings to implement high quality reading instruction with fidelity.
  - Implementation Data Collection
  - Modeling Lessons
  - Side-by-Side Coaching
  - Performance Feedback

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Practice Scoring: PD and Coaching
Section 1: General Considerations

ELEMENT III: PROFESSIONAL DEVELOPMENT AND COACHING			
Item #	**Item Statement**	**Discussion Notes**	**Rating Scale**
SECTION 1: GENERAL CONSIDERATIONS			
1	Our School MTSS-R Plan specifies how PD and coaching will support effective reading instruction, the collection and use of reading and implementation data, the functioning of MTSS–R Teams and school leaders, and effective collaboration between families and the school.		
2	PD and coaching prioritize practices and programs that have been shown to be effective in evidence-based research.		
3	Our PD and coaching plan include three main types of activities to improve MTSS–R implementation and student outcomes:		Group
	School-Based Workshops		
	Job-Embedded Technical Assistance and Coaching Activities, which includes: (a) PLCs, (b) grade-level planning, (c) practiced-based learning, and (d) out-of-classroom coaching practice—e.g., role plays)		
	Instructional Coaching, which occurs in the classroom or in a classroom specific context. Key activities include: (a) implementation data collection, (b) modeling lessons, (c) side-by-side coaching, and (d) performance feedback		
4	Evaluation of staff development occurs throughout the school year for all PD activities.		
5	All staff—including administrators, reading instructional staff, specialists, and paraprofessionals—participate in MTSS–R PD and coaching activities.		
	Averaged Rating for Section 1		
	Percentage of Total Score for Section 1		

Element IV. MTSS-R School Leadership

MTSS-R School Leadership is essential in developing and supporting the effective implementation of MTSS-R. Effective implementation is accomplished by the collective work of school teams focusing on MTSS-R Implementation and the coordinated leadership of key individuals in the school who direct MTSS-R implementation efforts.

- Section 1: School Leadership Team
- Section 2: Classroom Reading Instruction and Intervention Teams
- Section 3: Special Education Eligibility Team
- Section 4: Individual School Leaders

Set up school-based teams

Element IV
MTSS-R School Teams

MTSS-R Leadership Team

Establishes, monitors, supports, and supervises the school's MTSS-R approach.

Classroom Reading Instruction and Intervention Team

Monitors, adjusts, and improves daily reading instruction.

Special Education Eligibility Team

Determines if students are responding adequately to intervention; conducts comprehensive evaluations to determine student eligibility for special education services.

School Leadership Team

Members
- School Principal (Team Leader)
- Reading Coach
- Reading Specialists
- One Classroom Teacher from Each Grade
- One Parent or Family Member
- Other Members, as appropriate (special education teacher, school psychologist, etc.)

School Leadership Team

Frequency of Meetings: Monthly

- After fall, winter and spring screenings
  - Focus: universal screening data
- Months between screenings
  - Focus: instructional planning and implementation
- End of the year
  - Focus: data summit and planning for next year

School Leadership Team

Team Responsibilities:

- Evaluate and support MTSS-R implementation
- Use data to oversee the systematic improvement of MTSS-R implementation and student reading outcomes
- Support teachers and staff implementing MTSS-R

Classroom Reading Instruction and Intervention Teams (e.g., PLCs or grade-level teams)

- **Members**
  - Classroom teachers
  - Interventionists
  - Coach
  - Building Leadership
- **Frequency of Meetings**: Monthly
- **Purpose**: Monitor, adjust, and improve daily reading instruction

Classroom Reading Instruction and Intervention Teams

- Collaboratively:
  - Debrief and review previous actions
  - Define meeting goals based on data
  - Evaluate data, prioritize, and create new actions for instructional adjustments
  - Explore new practices (ongoing PD)
  - Experiment with newly learned strategies (practice during meeting)
  - Reflect and plan actions (instructional targets)
  - Plan for coaching support

Special Education Eligibility Team
(e.g., RTI Team, Student Study Team)

- **Members**
  - Special Education Teacher
  - School Psychologist
  - Classroom Teacher and Specialists Representatives
  - Building Leadership

- **Frequency of Meetings**: Monthly

- **Purpose**: To lead efforts and data analysis to determine if students receiving intervention are responding adequately to the intervention, and to conduct a comprehensive evaluation to determine if a student is eligible for special education services.

Special Education Eligibility Team
(e.g., RTI Team, Student Study Team)

To make special education eligibility decisions appropriately:

- schools must implement research-based interventions
- monitor the student's response to intervention

When students do not respond adequately, the Team:

- conducts a comprehensive evaluation
- determines if the student is eligible for special services

Individual School Leaders

Identify and support clear roles for individual school leaders in the context of MTSS-R:

- School Principal

- School Coach (or other individuals in the building who take on a coaching role)

- Grade-Level Teacher Leaders

- Interventionists (e.g., Special Education, Title 1, ELL, Speech and Language, etc.)

- Data Lead (e.g., school psychologist, reading coach)

THE NATIONAL CENTER ON IMPROVING LITERACY
MTSS-R IMPLEMENTATION CHECKLIST V.1
National Center on Improving Literacy

Score each item on the *MTSS-R Checklist* to evaluate your current implementation
- Scoring Values:
    - 0 (not in place), 1 (partially in place), or 2 (fully in place)
- When decision isn't unanimous, go with majority

Practice Scoring: MTSS-R School Leadership Section 1: General Considerations

| ELEMENT IV: MTSS–R SCHOOL LEADERSHIP			
Item #	Item Statement	Discussion Notes	Rating Scale
SECTION 1: SCHOOL LEADERSHIP TEAM			
1	Our school has established a School MTSS–R Leadership Team. Our team has scheduled regular meetings, attended by all team members.		
2	Our School MTSS–R Leadership Team is responsible for establishing our school's MTSS–R approach.		
3	Our School MTSS-R Leadership Team systematically monitors all elements of MTSS–R implementation.		
4	Our School MTSS-R Leadership Team closely supervises the process of continuous improvement of MTSS–R implementation.		
5	Our School MTSS-R Leadership Team allocates the resources necessary for continuous improvement of MTSS–R implementation and student reading outcomes.		
6	Our School MTSS–R Leadership Team oversees the collection and use of student reading data for MTSS–R formative evaluation and continuous improvement.		
7	Our School MTSS-R Leadership Team oversees the collection and use of MTSS–R implementation data on all MTSS–R elements for formative evaluation and continuous improvement.		
8	The purpose, composition, and formative evaluation process of our School MTSS–R Leadership Team is described in our School MTSS–R Plan.		
9	Our principal, or another school-based individual designated as such, is the leader and facilitator of our School MTSS-R Leadership Team		
10	An individual on the School MTSS-R Leadership Team is identified as the Data Leader on the team. The Data Leader is responsible for making sure all student reading data and MTSS–R implementation data are collected and used as intended. Intended use of data is specified in the School MTSS–R Plan.		
11	The School MTSS–R Leadership Team runs from an agenda prepared prior to each meeting. All team members have input into the agenda. At the meetings, there is a meeting facilitator and a designated person who takes notes and makes sure the notes are publicly posted after the		

Multi-Tiered Systems of Support in Reading (MTSS-R)

Prioritize

Establish a Process for: Implementing Effective Multi-Tiered Systems of Support in Reading

1. Evaluate
2. Prioritize
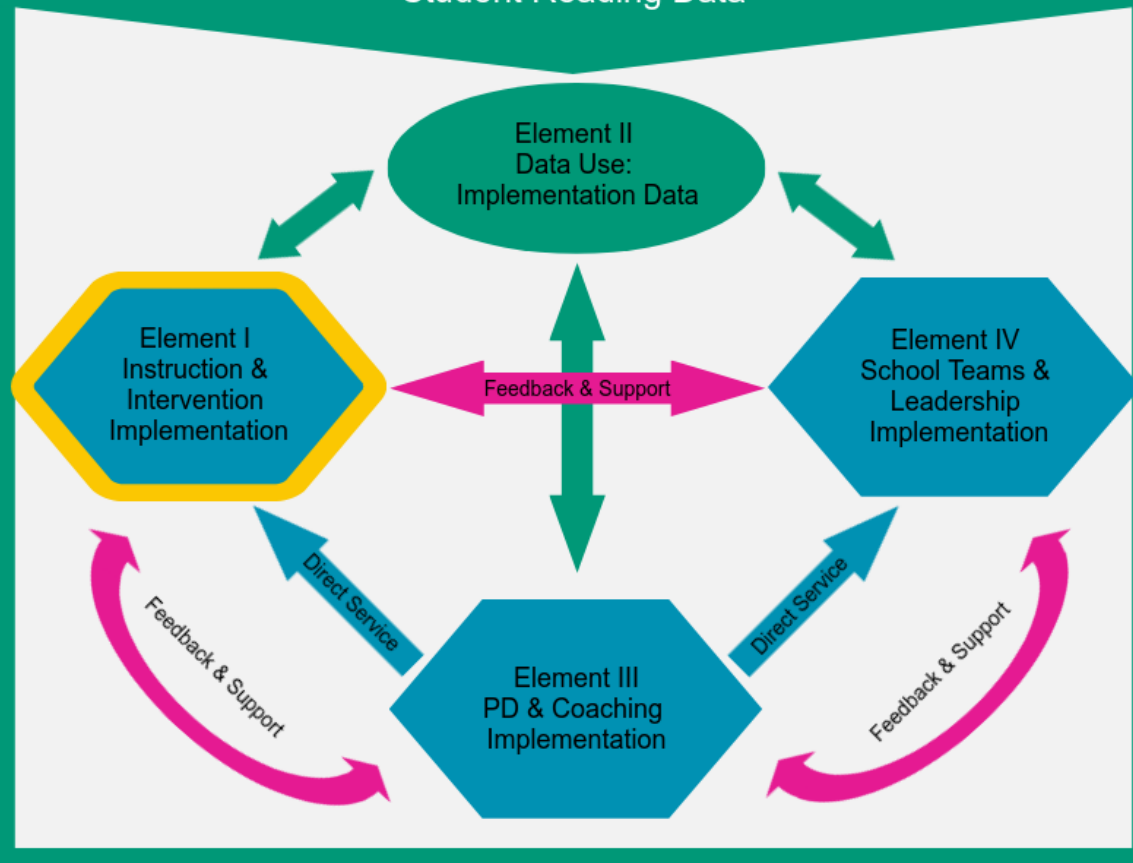3. Plan
4. Implement
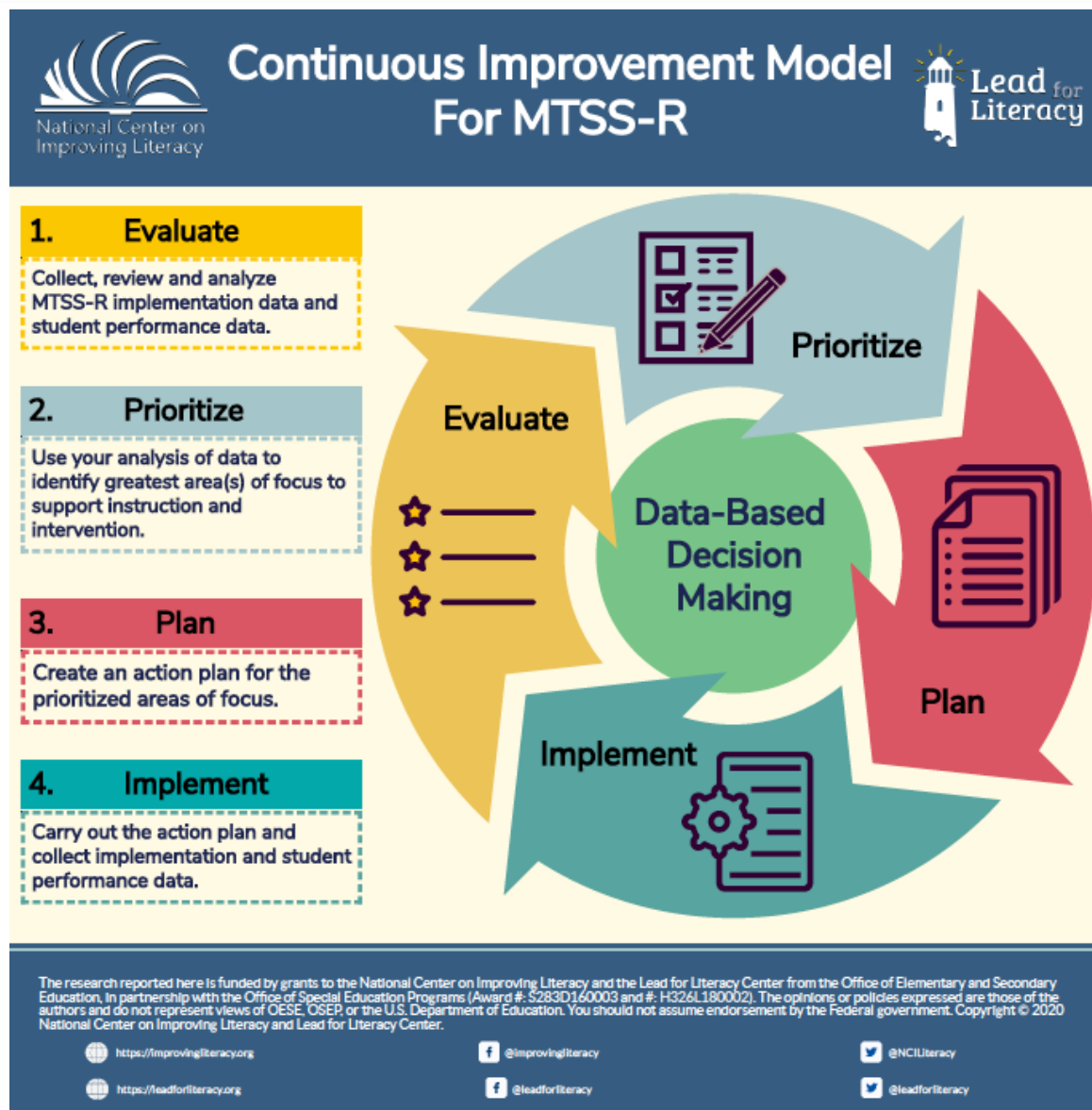
2. Prioritize

Use your analysis of data to identify greatest area(s) of focus to support instruction and intervention.

1. Review and summarize the *MTSS-R Checklist* evaluation item scores
2. Review student data
   - What is happening, or not happening, across tiers of instruction?
   - What is happening, or not happening, across grade levels?
   - Where is the largest need?
3. Determine focus item(s) for action planning
   - Focus first on Element I: Instruction and Intervention
   - Identify additional items from the other elements that can be easily coordinated with focus items

Priority 1: System Infrastructure

Emphasizes the establishment of system and structure

For Example:

- The MTSS–R Plan includes a master schedule that allocates sufficient time for reading instruction for all students.
- All time allocated to reading instruction is prioritized and protected from interruption.
- *Scheduling and Time:* At least 90 minutes of Tier I reading instruction is established in the master schedule in the School MTSS–R Plan and is protected from interruption.
- All students receive some degree of Tier I instruction daily. For students receiving just Tier I instruction, this amount is at least 90 minutes per day beginning in kindergarten. For students receiving Tier II or III intervention, their amount of Tier I instruction is based on their specific needs.

Priority 2: Implementation Delivery

Focuses on the implementation process and the establishment of routines

For Example:

- Reading instruction focuses on essential components of reading. These are code-based components: (a) phonological awareness, (b) phonics/decoding, (c) fluency with connected text; and meaning-based components: (d) vocabulary, and (e) comprehension.

- Explicit and systematic instruction is the basis of reading instruction. Explicit and systematic instruction includes (a) teacher demonstrations, (b) clear and explicit language, (c) multiple opportunities for all students to respond and participate, (d) consistent, supportive, and corrective feedback, and (e) individual student checks to determine comprehension of lesson content.

- *Explicit and Systematic Instruction:* All teachers use explicit and systematic instructional practices as the basis of Tier I instruction.

Priority 3: Refinement and Enhancement

Considers the refinement and enhancement of structures, processes, and implementation delivery to support improvement and sustainability
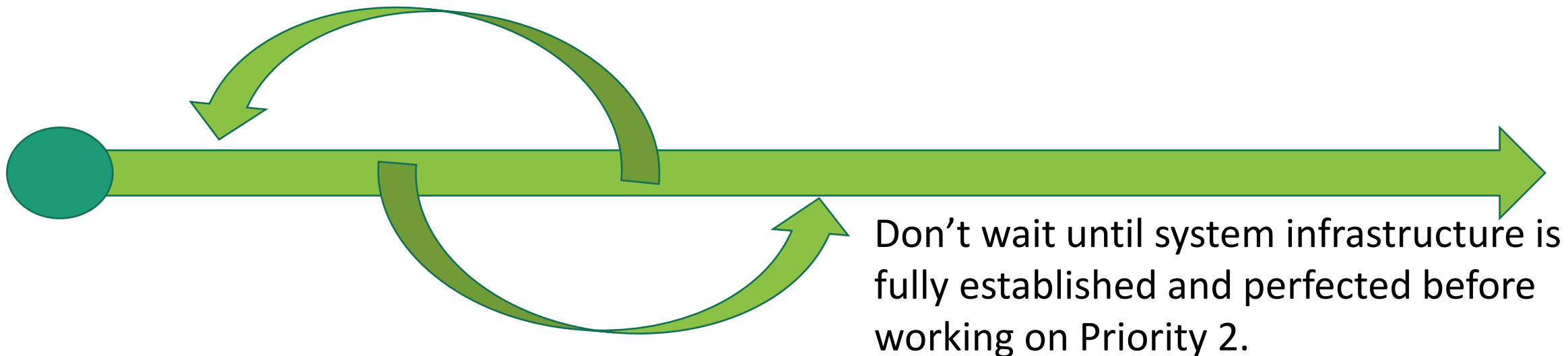
<u>For example</u>:

- A schoolwide systematic process is used for **coordinating resources** to ensure the optimal use of time during all reading instruction. Coordination includes personnel and fiscal resources devoted to (a) staffing for reading instruction, (b) adoption and use of reading programs and materials, (c) reading instruction training, PD, and coaching, and (d) reporting requirements for various administrative purposes.

- *Evidence-based Outcomes:* One or more scientific studies have been conducted demonstrating that the Tier I program improves student reading outcomes.

Misconception Alert

Priority 1	Priority 2	Priority 3
System Infrastructure	Implementation Delivery	Refinement and Enhancement

Don't wait until system infrastructure is fully established and perfected before working on Priority 2.

Identify Areas of Synergy

- Determine instruction and intervention area(s) of focus

- Identify parallel items in other elements that support instruction and intervention

- Consider how parallel items can be leveraged together to focus on an overarching instruction and intervention goal

For Example:

Instruction and Intervention Areas of Focus:
1. Explicit and systematic instruction
2. Active student engagement

0	1	2
• Active student engagement • Progress monitoring used to determine instruction/ tiers	• Student performance data used to make adjustments • Benchmark data used for assigning students to tiers • Explicit and systematic instruction	• Master schedule established • Systematic process for resources • Time is uninterrupted • Learning targets posted • Focus on components of reading

PD and Coaching:

Identify parallel items in other elements that support instruction and intervention

0	1	2
• All staff participate in MTSS-R PD and Coaching Activities • All instructional staff are trained on all facets of the programs and materials before they provide reading instruction to students	• PD and coaching prioritize practices and programs that have been shown to be effective in evidence-based research • Student reading and implementation data are used to identify on-going job-embedded PD and coaching	• Evaluation of staff development occurs throughout the school year for all PD activities • Instructional coaching in the classroom is provided to all reading instructional staff

MTSS-R Leadership:

Identify parallel items in other elements that support instruction and intervention

0	1	2
• Our School MTSS-R Leadership Team oversees the collection and use of MTSS–R implementation data • Classroom reading instruction and intervention team meetings are used for the purpose of achieving consensus on precisely how explicit and systematic reading instruction is taught in the classroom.	• Reading instructional staff have the opportunity to share their classroom experiences, discuss challenging instruction problems, and explore new ideas to improve engagement and learning.	• Our school has established a School MTSS–R Leadership Team. • Classroom reading instruction and intervention teams (e.g., PLCs; grade level teams) have been established.

Data Use:

Identify parallel items in other elements that support instruction and intervention

| 0	1	2
• Implementation data on Tier I, Tier II, and Tier III reading instruction are organized for use and distributed to all necessary staff members in a timely manner. • Implementation data on Element I, Reading Instruction and Intervention, are used to plan, adjust, and improve the structure, content, and delivery of MTSS–R reading instruction.	• The percentage of students who are on track for reading success is measured at each grade level and is prioritized in MTSS–R decision making.	• Implementation data on Tier I, Tier II, and Tier III reading instruction are collected systematically.

Multi-Tiered Systems of Support in Reading (MTSS-R)

Plan

Establish a Process for: Implementing Effective Multi-Tiered Systems of Support in Reading

1. Evaluate
2. Prioritize
3. Plan
4. Implement
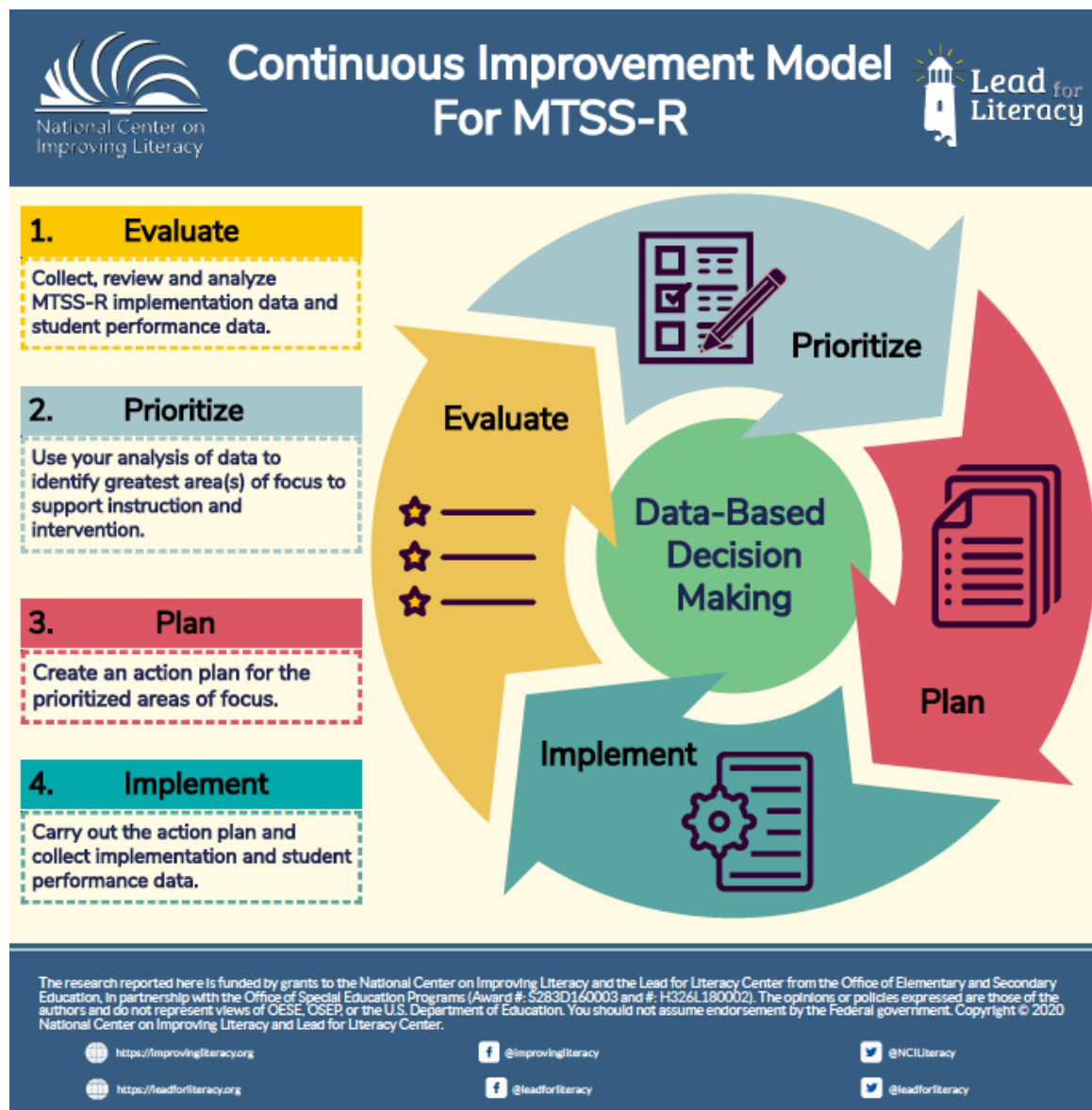
1. Determine the *instruction and intervention* goal
2. Describe the plan: what, when, and who
3. Describe how the impact of the adjustments will be determined

Action Planning

1. Prioritize an *Instruction and Intervention* goal

2. Determine the group will be impacted by the goal.

3. Determine what MTSS-R member(s) will be responsible for leading the implementation.

4. Determine specific data that will be collected to evaluate the implementation.

5. Leverage additional actions to support the *Instruction and Intervention* goal:

   a. *Data Use*

   b. *PD and Coaching*

   c. *MTSS-R School Leadership*

MTSS-R Action Plan

Formulate a comprehensive action plan to support the implementation of your prioritized instruction and intervention focus.

* Required

Email address *

Your email

School: *

Your answer

Date: *

Date

mm/dd/yyyy

What is your Instruction and Intervention Goal? *

Your answer

Action Plan Example

Pansy Central Elementary ACTION PLAN   **Date: 09/15/2020**
MTSS-R Team Member Leader(s): Mrs. Flower

Instruction and Intervention Goal:	Provide explicit and systematic reading instruction with improved active student engagement to increase the opportunities of student responses.

Group(s):	Grades K-3, Tiers I, II and III

Data that will be collected and used to evaluate implementation:

Student Performance Data	Details
Universal Screening, Progress Monitoring	Collect progress monitoring data 2x/month from all students receiving interventions and use the PM data to make instructional adjustments.
Implementation Data	**Details**
Reading Instruction and Intervention, PD and Coaching	Use the RESET rubric and PD and Coaching evaluations to make adjustments for future PD and Coaching.

Data Use actions to support this goal:	Implementation data on Tier I, Tier II, and Tier III reading instruction will be collected, distributed, and used to plan, adjust, and improve the delivery of instruction.

PD and Coaching actions to support this goal:	All staff (including leadership, classroom, paraprofessionals, and specialists) will be trained in how to deliver explicit and systematic instruction with active student engagement. Student reading and implementation data will be used to identify on-going job-embedded PD and coaching.

| MTSS-R School Leadership actions to support this goal:	Classroom reading instruction and intervention team meetings will be used for the purpose of how explicit and systematic reading instruction is taught in the classroom. Reading instructional staff will have the opportunity to share experiences and explore new ideas to improve engagement and learning.

Multi-Tiered Systems of Support in Reading (MTSS-R)

Implement

Establish a Process for: Implementing Effective Multi-Tiered Systems of Support in Reading

1. Evaluate
2. Prioritize
3. Plan
4. Implement
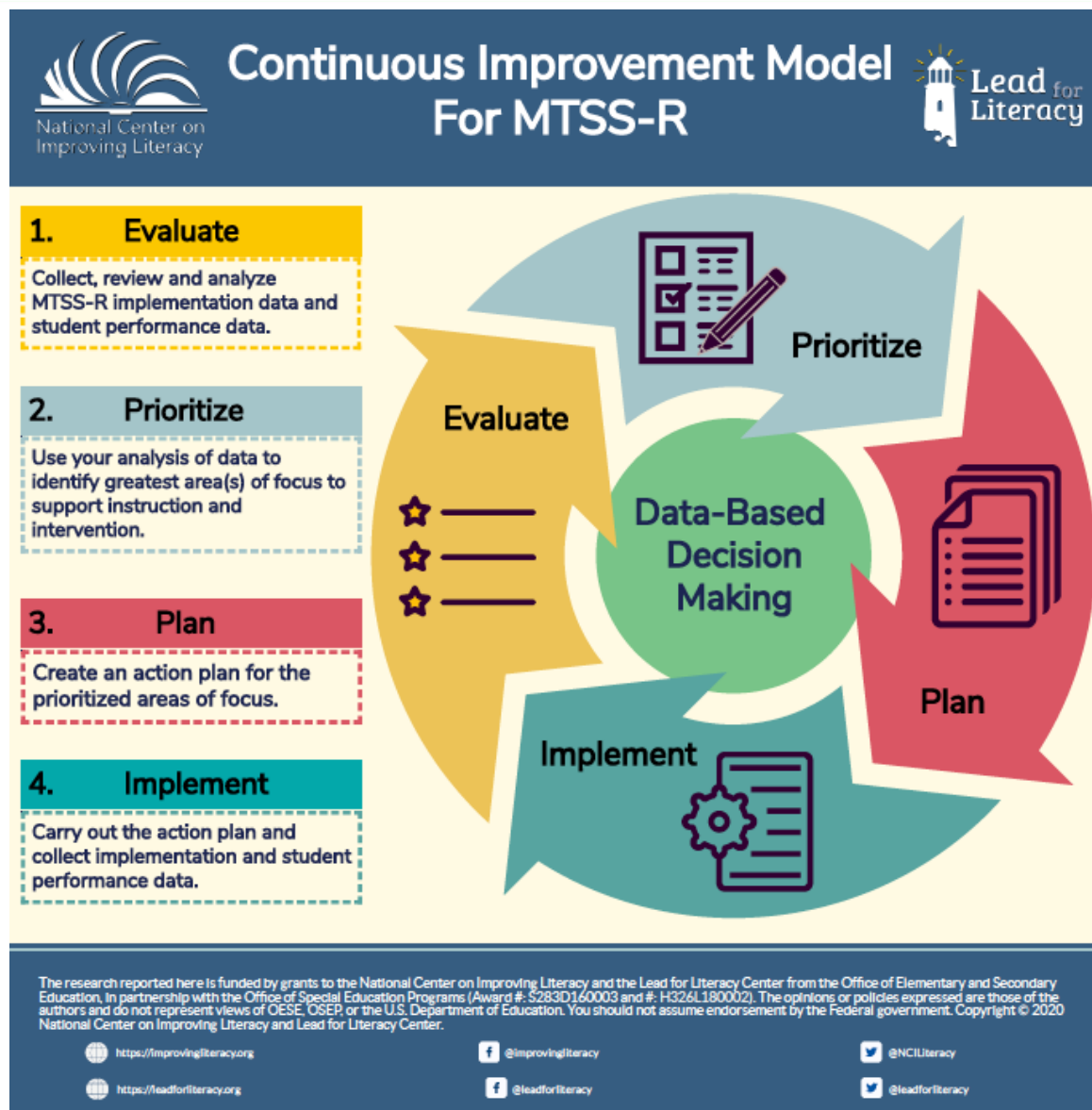
4. **Implement**

Carry out the action plan and collect implementation and student performance data.

1. Communicate the *Action Plan* with all stakeholders

2. Execute the *Action Plan*

3. Provide ongoing support and professional development to support implementation

4. Collect data to study the *Action Plan* impact and progress toward goals

Next Steps

1. Complete the MTSS-R evaluation
   - Finish the scoring of the <u>MTSS-R Checklist</u>
   - Collect fall student screening data
2. *Prioritize* based on evaluation results
3. *Plan* actions
4. *Implement*